

Competitive Grant Application

Application Deadline: May 15, 2001

Applications containing all necessary information and signatures must be **postmarked by May 15, 2001**, and sent to the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.



Linda McCulloch, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501

- This application packet contains all the guidelines, program components and forms for applying for the *competitive* funds authorized under the Safe and Drug-Free Schools and Communities Act of 1994.
- **Part I** contains the application guidelines and program components.
- **Part II** contains the application forms.
- **Part III** contains the Adolescent Risk Data Chart.

In order to submit an application for consideration, all white pages in Parts II and III must be completed along with the required narrative pages identified on page 7 of Part I. Submit only one copy of the data chart.

- Applications postmarked after **MAY 15, 2001**, will not be accepted.
- Mail the **original** and **five copies** of the completed application(s) to:

Safe and Drug-Free Schools
and Communities Program
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Safe and Drug-Free Schools and Communities Application Guidelines (Part I)

The application must satisfy the requirements in Section 4115(a) and (b) of the Safe and Drug-Free Schools and Communities Act of 1994 (Title IV of ESEA as amended by the Improving America's Schools Act of 1994). The requirements are:

- (1) an objective analysis of the current use (and consequences of such use) of alcohol, tobacco, and controlled, illegal, addictive or harmful substances as well as the violence, safety, and discipline problems among students who attend the schools of the applicant (including private school students who participate in the applicant's drug and violence prevention program) that is based on ongoing local assessment or evaluation activities.
- (2) a detailed explanation of the local education agency's comprehensive plan for drug and violence prevention, which shall include a description of:
 - (a) how the plan will be coordinated with other prevention programs, including health education, at your school;
 - (b) the local education agency's measurable goals for drug and violence prevention, and a description of how such agency will assess and publicly report progress toward attaining these goals;
 - (c) how the local education agency will use its distribution under the SDFSC Act;
 - (d) how the local education agency will coordinate such agency's programs and projects with community-wide efforts to achieve such agency's goals for drug and violence prevention; and
 - (e) how the local education agency will coordinate such agency's programs and projects with other federal, state, and local programs for drug-abuse prevention, including health programs; and
- (3) such other information and assurances as the state education agency may reasonably require.

Components of Local Drug and Violence Prevention Programs (Section 4116(a-c) of the SDFSC Act of 1994)

Any amounts made available by the state education agency to local education agencies or consortia shall be used for comprehensive drug and violence prevention and education programs and activities which:

- (1) are designed, for all students and employees, to:
 - (a) prevent the use, possession, and distribution of tobacco, alcohol, and illegal drugs by students and to prevent the illegal use, possession, and distribution of such substances by employees;
 - (b) prevent violence and promote school safety; and
 - (c) create a disciplined environment conducive to learning; and
- (2) include activities to promote the involvement of parents and coordination with community groups and agencies, including the distribution of information about the local education agency's needs, goals, and programs.

(3) include authorized activities that are:

- (a) age-appropriate, developmentally based drug prevention and education programs for all students, from the preschool level through grade 12, that address the legal, social, personal and health consequences of the use of illegal drugs, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use illegal drugs;
- (b) programs of drug prevention, comprehensive health education, early intervention, pupil services, mentoring, or rehabilitation referral, which emphasize students' sense of individual responsibility and which may include—
 - (A) the dissemination of information about drug prevention;
 - (B) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral; and
 - (C) the implementation of strategies, including strategies to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and drug use, such as—
 - (i) family counseling;
 - (ii) early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family; and
 - (iii) activities, such as community service and service-learning projects, that are designed to increase students' sense of community;
- (c) age-appropriate, developmentally based violence prevention and education programs for all students, from the preschool level through grade 12, that address the legal, health, personal, and social consequences of violent and disruptive behavior, including sexual harassment and abuse, the victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
- (d) violence prevention programs for school-aged youth which emphasize students' sense of individual responsibility and may include—
 - (A) the dissemination of information about school safety and discipline;
 - (B) the professional development of school personnel, parents, students, law enforcement officials, judicial officials, and community leaders in designing and implementing strategies to prevent school violence;
 - (C) the implementation of strategies, such as conflict resolution and peer mediation, student outreach efforts against violence, anti-crime youth councils (which work with school and community-based organizations to discuss and develop crime prevention strategies), and the use of mentoring programs, to combat school violence and other forms of disruptive behavior, such as sexual harassment and abuse; and
 - (D) the development and implementation of character education programs, as a component of a comprehensive drug or violence prevention program, that are tailored by communities, parents and schools; and
 - (E) comprehensive, community-wide strategies to prevent or reduce illegal gang activities;
- (e) supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols;
- (f) acquiring and installing metal detectors and hiring security personnel;
- (g) professional development for teachers and other staff and curricula that promote the awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history;

- (h) the promotion of before and after-school recreational, instructional, cultural, and artistic programs in supervised community settings;
- (i) drug abuse resistance education programs, designed to teach students to recognize and resist pressures to use alcohol or other drugs, which may include activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer pressure and gang pressure, and provision for parental involvement; and
- (j) the evaluation of any of the activities authorized under this subsection.

NOTE: Section 4116(c) places limits on certain types of expenditures. These limits are:

- (1) not more than 20 percent of the funds made available to a local education agency under the SDFSC Act may be used to carry out the activities described in paragraphs (e) and (f) listed above; and
- (2) a local education agency shall only be able to use funds received under the SDFSC Act for activities described in paragraphs (e) and (f) listed above if funding for such activities is not received from other federal agencies.

The law is clear in prohibiting certain uses of grant funds. These prohibitions include construction and medical services, drug treatment or rehabilitation (except for pupil services or referral to treatment for students who are victims of or witnesses to crime or who use alcohol, tobacco, or drugs).

Definition of Drug and Violence Prevention (Section 4131 of the SDFSC Act)

The law defines the term "drug and violence prevention" to mean:

- (a) with respect to drugs, prevention, early intervention, rehabilitation referral, or education related to the illegal use of alcohol and the use of controlled, illegal, addictive, or harmful substances, including inhalants and anabolic steroids;
- (b) prevention, early intervention, smoking cessation activities, or education, related to the use of tobacco by children and youth eligible for services under this Act; and
- (c) with respect to violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.

Purpose of the SDFSC Act

The purpose of the Safe and Drug-Free Schools and Communities Act (Title IV of the Elementary and Secondary Education Act, as amended by the Improving America's Schools Act of 1994) is found in Section 4003 of the SDFSC Act. The purpose of Title IV is to support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs, that involve parents, and that are coordinated with related federal, state and community efforts and resources.

Wrong and Harmful Message

Section 4132(a) of the SDFSC Act states that drug prevention programs supported by SDFSC grant funds must convey a clear and consistent message that illegal use of alcohol and other drugs is wrong and harmful.

Important Clarifications:

Within any written publication or public announcement developed by the local education agency and paid for wholly or in part with Safe and Drug-Free Schools and Communities grant monies, the local education agency must clearly identify the publication as funded wholly or in part with funds from the Safe and Drug-Free Schools and Communities Act of 1994.

Competitive Grant General Information

The Safe and Drug-Free Schools and Communities Act has authorized the distribution of competitive funds to those local education agencies (LEAs) that can demonstrate the greatest need. Applying for these funds is optional. However, to be eligible for these monies, an LEA must have applied for and been approved by the Office of Public Instruction to receive the base grant (noncompetitive) Title IV funds that are in the IASA consolidated application.

To assist the state education agency in determining which LEAs have the greatest need for competitive monies, the U.S. Department of Education has given state agencies objective data elements to consider in determining which LEAs will be awarded these funds. These data elements include:

- high rates of alcohol and drug use among youth;
- high rates of victimization of youth by violence and crime;
- high rates of arrests and conviction of youth for violent or drug- or alcohol-related crime;
- the extent of illegal gang activity;
- high incidence of violence associated with prejudice and intolerance;
- high rates of referral of youth to drug and alcohol abuse treatment and rehabilitation programs;
- high rates of referral of youths to juvenile court;
- high rates of expulsions and suspensions of students from schools; and
- high rates of reported cases of child abuse and domestic violence.

Further risk data are contained in the Adolescent Risk Data Chart (Part III of the Application). Awards are granted based on demonstrated need. The maximum award is \$100,000 per grant.

Competitive Grant Application Narrative and Selection Criteria

Refer to the **Components of Local Drug and Violence Prevention Programs** (pages 2-4, Part I of this application packet) in developing responses to the following items:

1. **Objective data. (50 points) Adolescent Risk Data Chart—Part III.** Federal law requires that competitive grant funds be allocated only to those districts that can demonstrate greatest need for additional resources. The law requires the use of objective data in making determinations of greatest need.

Applicants must complete the Adolescent Risk Data Chart that contains specific indicator data elements.

Do not attach copies of surveys or reports to the chart.

2. **Historical Perspective. (0 points)** If this project has been funded for at least one year, please provide a one-page summary of the prior year's project by including the answers to the following along with any other relevant information:

- a. **What were the project's prior year's needs? Are there any proposed changes in these needs for this year's proposal?**
- b. **What were the prior year's objectives and activities? Are there proposed changes in this year's objectives and activities?**
- c. **What has the evaluation data shown concerning the project's success in accomplishing its objectives and whether the identified needs have been adequately addressed?**
- d. **Are there any other changes in this year's proposal?**

2. **Program Abstract. (15 points)** Summarize the goal, objectives and activities of the proposed project. Describe how this proposal fits with the objectives and activities of the Title IV Base Grant for 2001-2002. (Maximum of two pages, 12-point type.)

3. **Extent of Need for the Competitive Grant. (40 points)** Identify **three** or **four** needs that will be addressed in this project by including:

- a. **How these needs were identified.**
- b. **How the needs reflect the specific goals recognized by the Safe and Drug-Free Schools Act.** (Refer to page 6 under "Competitive Grant General Information.") (Maximum of two pages, 12-point type.)

4. ***Plan of operation. (20 points)**

(The Plan of Operation Grid is in the Application Packet. Replicate as needed or reconstruct the grid on your computer.)

Describe the goal and list the outcome objectives, performance indicators in measurable terms, data sources, program activities, and assessment questions for each activity.

[A performance indicator is a target or benchmark that specifies the information that will be needed to "indicate" whether or not a particular objective has been reached. In turn, for each performance indicator, a source of data is listed that can be used to establish a baseline and a measurable outcome to determine if (or the degree to which) the objective has been met.]

*A sample grid of the Plan of Operation is attached.

5. **Evaluation plan. (15 points)**

In the **Plan of Operation** there should be **assessment questions** for each activity. The questions must be appropriate for measuring the effectiveness of each activity.

6. **Budget and Budget Narrative. (10 points)** (Make sure that there is a separate page for the Budget Narrative.) List the outcome objectives and activities **and the costs for each activity.** (**You may make duplicate copies of this page.**)

Maximum Points: 150



Nancy Keenan, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Title IV Safe and Drug-Free Schools Competitive Grant Plan of Operation

GOAL: To help ensure that all schools are safe, disciplined, and drug-free by promoting implementation of high-quality drug and violence prevention programs.
(Base and Competitive Grant may have the same goal.)

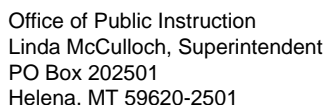
Outcome Objectives	Performance Indicators	Data Sources	Program Activities	Assessment Questions for Each Activity
1. Reduce alcohol and drug use and availability in schools.	1a. Rates of alcohol and drug use (alcohol, tobacco, marijuana, cocaine) in school will decrease by (use percent or number). 1b. The number of students who are offered illegal drugs at school will decrease by (use percent or number).	1a. YRBS: baseline 1993 (7th-12th grades use to be measured; alcohol, tobacco, marijuana and cocaine are drugs to be measured). 1b. YRBS: baseline 1993 (7th-12th grades to be measured).	1. A four-week class focusing on the negative effects of TAOD use on students' mental, physical and emotional health will be conducted in 7th grade health classes.	1. How many students' scores improved from the pre-test to post-test regarding negative effects of TAOD use on students' mental, physical and emotional health? 2. From student evaluation forms handed out at the end of the four weeks, how many students felt the class was worthwhile? 3. From a survey of parents of 7th graders, how many of them felt the class was worthwhile?

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MAY 15, 2001.

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**Safe and Drug-Free Schools and Communities Program
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501**



Safe and Drug-Free Schools and Communities 2001-2002 Competitive Grant Application (Part II)

This is the application for **competitive** funds that are available to a limited number of districts. The information in this application will be used to determine eligibility for awards under the Safe and Drug-Free Schools and Communities Act. The deadline for submitting this application is **MAY 15, 2001**. Mail the original Competitive Grant application and five copies to: Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501. The authority for the Safe and Drug-Free Schools and Communities program is found in CFDA 84.186a. If assistance is needed, please call the Safe and Drug-Free Schools and Communities program at 444-5663.

General Project Information for Competitive Grant Funds

1. Prime Applicant District (district designated as the Fiscal and Administrative Agent)
(NOTE: The "Prime Applicant District" must be a local school district.)

☐ Elementary OR ☐ High School OR ☐ K-12

2. Project Year: **July 1, 2001 - June 30, 2002**

3. Prime Applicant: _____
 District Name County Legal Entity No.

4. Project Director: _____
- | Name | Position | Telephone and Fax |
|---------------|----------|-------------------|
| e-mail: _____ | | |

5. Submitted by:

Authorized Representative for ESEA Federal Programs	Position	Telephone and Fax
Mailing Address	City	ZIP code

NOTE: Any projects that are funded with competitive monies become public documents.

NOTE: In order for this application to be considered, the Prime Applicant District's Authorized Representative must sign this application on page 3.

OPI USE ONLY

Project Number	Total Amount	Total Points
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Competitive Grant: Participating Districts

(List Prime Applicant District first, followed by other participating districts.)

Prime Applicant District

[illegible]

Certifications and Assurances (for Noncompetitive and Competitive funds)

The **Prime Applicant District** must complete and sign this page.

1. The Board of Trustees certifies that a **common assurances** form was submitted to the Office of Public Instruction for the 2001-2002 school year and that no circumstances effecting the validity of the assurances have changed since its submittal.
2. The Board of Trustees certifies that the undersigned district complies with the requirements of Sections 4115, 4116 and 4117 of the Safe and Drug-Free Schools and Communities Act of 1994 regarding adopting and implementing a drug and violence prevention program in the schools, and developing an evaluation and reporting system that includes the prevalence of drug use and violence by youth in the schools and the community.
3. The Board of Trustees provides assurances that it has reviewed curricula that it intends to use and that such curricula will meet the needs of the schools served by the applicant, and provides assurances that the LEA program is a mandatory, age-appropriate, developmentally based drug abuse and violence education and prevention program for students throughout all grades of the schools (from early childhood through grade 12) operated or served by the applicant.

Prime Applicant District

Name of Prime Applicant District

*Signature—Prime Applicant District's Authorized Representative for this program

Date

*Note: In order for this application to be considered, the Prime Applicant District's Authorized Representative must sign this application.



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Title IV Safe and Drug-Free Schools Competitive Grant Plan of Operation

GOAL:

(Base and Competitive Grant may have the same goal.)

Outcome Objectives	Performance Indicators	Data Sources	Program Activities	Assessment Questions for Each Activity



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2001-2002 Safe and Drug-Free Schools and Communities Competitive Grant BUDGET

This form has two separate uses (check the appropriate box):

1. ☐ ALLOCATED BUDGET This form must accompany the Safe and Drug-Free Schools and Communities Competitive Grant application.

2. ☐ MODIFIED BUDGET This form must be attached to the BUDGET MODIFICATION REQUEST form available from OPI when a budget change is being requested.

DISTRICT NAME: _____ COUNTY: _____

PROJECT NUMBER: _____ DATE: _____

OPI USE ONLY

LE: _____
CO: _____

OBJECTIVES:

ACTIVITIES:

BUDGET AMOUNT:

TOTAL:

Example Indirect Cost Calculation

To calculate indirect costs, use this formula:

$$\frac{\text{Indirect Cost Rate}}{(1.00 + \text{Indirect Cost Rate})} \times \text{Total Award less Equipment}$$

Example: If a district's approved indirect cost rate is 4.32 percent and a grant award is \$45,000 and there are no equipment costs, the calculation is—

$$\frac{.0432}{1.0432} \times (\$45,000 - 0) = \$1,863.50$$

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Adolescent Risk Data Chart -- Part III

Prime Applicant District Name: _____

Total number of districts included in the SDFSC greatest need/competitive grant: _____

Total enrollment of all districts included in the SDFSC greatest need/competitive grant: _____

Total county population: _____ *County's less-than-age 20 population:* _____

I certify that, to the best of my knowledge, the information contained in the Adolescent Risk Data Chart is true and complete.

Name of Authorized Representative for Federal Programs (type or print): _____

Signature of Authorized Representative: _____

Title of Authorized Representative: _____ Date: _____

The Chart includes 25 risk elements for which data and data sources must be entered:

- 0 points for each data element or data source not entered
- 1 point for each data element and data source entered. (maximum of 25 points)
- 1 additional point for each answered data element that exceeds the state average (maximum of 19 points)
- up to 6 points for question 26
- Total Maximum Points: 50

Directions for completing the Adolescent Risk Data Chart:

- Data entered in the **Data** column should represent information for one year for the specific grade range or age range found in the **Data** box. However, if these grade or age ranges are not applicable to your district, enter **NA** for “Not Applicable” or modify the grade or age range to fit your district’s data. (For example, the district’s grade ranges may be K-5, 6-8, and 9-12. The age range may be 18 and under.)
- If no data is available for a particular risk element, enter “Unk/MD” (for Unknown/Missing Data) in the **Data** box.
- **Rates** must be calculated for several data elements so that comparisons can be made to state data. (The method for calculating these rates is shown on **page 11**.)
- Terms that have an asterisk (*) are defined or explained on the last page of this document.

Risk Data Element	State Data	State Data Source	Applicant Data	Data Source
1. Percent of youth who report current use of alcohol.	Grades K-6: N.A. Grades 7-8: 33% Grades 9-12: 58%	YRBS* or similar student survey (YRBS Q.41, items b-g)	Grades K-6: Grades 7-8: Grades 9-12:	
2. Percent of youth who report current use of smoking tobacco	Grades K-6: N.A. Grades 7-8: 22% Grades 9-12: 35%	YRBS or similar student survey (YRBS Q.29, items b-g)	Grades K-6: Grades 7-8: Grades 9-12:	
3. Percent of youth who report current use of chewing tobacco	Grades K-6: N.A. Grades 7-8: 9% Grades 9-12: 18%	YRBS or similar student survey (YRBS Q.36, items b-g)	Grades K-6: Grades 7-8: Grades 9-12:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
4. Percent of youth who report current use of marijuana	Grades K-6: N.A. Grades 7-8: 13% Grades 9-12: 25%	YRBS or similar student survey (YRBS Q.46, items b-f)	Grades K-6: Grades 7-8: Grades 9-12:	
5. Percent of youth who report current/routine use of other drugs	Grades K-6: N.A. Grades 7-8: 4% Grades 9-12: 4%	YRBS or similar student survey (YRBS Q.49, items b-f)	Grades K-6: Grades 7-8: Grades 9-12:	
6. Number of suspensions (in-school)	No Statewide data	School District data	Grades K-6: Grades 7-8: Grades 9-12:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
7. Number of suspensions from school (long-term and short-term suspensions)	No Statewide data	School District data	Grades K-6: Grades 7-8: Grades 9-12:	
8. Number of expulsions and suspensions from school (for any reason)	Grades K-6: 769 Grades 7-8: 1455 Grades 9-12: 1330	School district data OPI State Summary of School Discipline Information	Grades K-6: Grades 7-8: Grades 9-12:	
9. Number of expulsions from school (for weapons violations)	<u>Number</u> <u>Rate per 1,000</u> Grades K-6: 93 (11.46 per 10,000 students) Grades 7-8: 72 (28.14 per 10,000 students) Grades 9-12: 52 (10.41 per 10,000 students)	School district data OPI Summary of School Discipline information	<u>Number</u> <u>Rate per 1,000</u> Grades K-6: Grades 7-8: Grades 9-12:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
10. Number of incidents of vandalism on school property	No statewide data	School district data		
11. Dropout rate (percent) (Calculation: the number of students who dropped out divided by the total enrollment for the grade range)	Grades 7-8: 0.6% Grades 9-12: 4.4%	Montana Statewide Dropout Report 1998-99	Grades 7-8: Grades 9-12:	
12. Average daily attendance (percent)	Elem: 95% High School: 92% K-12 School: 94%	Attendance/Absence data (OPI) School district data	Elem: High School: K-12 School:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
13. Percent of student enrollment qualified for free and reduced lunch	Grades K-6: 41% Grades 7-8: 34% Grades 9-12: 20% Total enrollment is 33%	School Lunch Program (OPI or local district data)	Grades K-6: Grades 7-8: Grades 9-12: Percent of total enrollment	
14. Extent of illegal gang activity (number of youth involved)	No statewide data	School district documentation Local law enforcement	Grades K-6: Grades 7-8: Grades 9-12:	
15. Number of incidents of violence associated with prejudice or intolerance (hate-related incidents)	No statewide data	School district documentation Local law enforcement State or local human rights agencies	Grades K-6: Grades 7-8: Grades 9-12:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
<p>16. Number of referrals of youth to alcohol and/or drug treatment and rehabilitation programs (Insight or MIP-type classes can be included)</p> <p>(Specify if your data is school or county data)</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under: 1,267</p> <p>(5.66 referrals per 1,000 persons age 17 and under)</p>	<p>School counselor (referrals)</p> <p>Local treatment/rehabilitation program</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under:</p>	
<p>17. Number of status offenses* by youth for alcohol-related crime</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under: 1,452</p> <p>(6.49 offenses per 1,000 persons age 17 and under)</p>	<p>MBCC* crime statistics (status offense – liquor)</p> <p>Local law enforcement</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under:</p>	
<p>18. Number of offenses* by youth for drug-related crime.</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under: 1,415</p> <p>(6.32 offenses per 1,000 persons age 17 and under)</p>	<p>MBCC* crime statistics (status offense – drug)</p> <p>Local law enforcement</p>	<p><u>Number</u> <u>Rate per 1,000</u></p> <p>Age 17 and under:</p>	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
19. Number of offenses* by youth for violence-related crime (i.e., crimes against persons, property, public administration, and public order)	<u>Number</u> <u>Rate per 1,000</u> Age 17 and under: 12,129 (54.19 offenses per 1,000 persons age 17 and under)	MBCC* crime statistics	<u>Number</u> <u>Rate per 1,000</u> Age 17 and under:	
20. Total number of referrals to juvenile court/juvenile probation for all juvenile offenses (status and delinquent offenses)	<u>Number</u> <u>Rate per 1,000</u> Age 17 and under: 19,187 (85.73 offenses per 1,000 persons age 17 and under)	MBCC* crime statistics	<u>Number</u> <u>Rate per 1,000</u> Age 17 and under:	
21. Number of victims of child abuse (based upon substantiated reports of child abuse and neglect cases.)	<u>Number</u> <u>Rate per 1,000</u> Age 18 and under: 1,238 (5.20 offenses per 1,000 persons age 18 and under)	DPHHS* State or local offices County data	<u>Number</u> <u>Rate per 1,000</u> Age 18 and under:	
22. Number of reported domestic violence incidents (by county)	<u>Number</u> <u>Rate per 1,000</u> For total population: 2,891 (3.29 offenses per 1,000),	MBCC*	<u>Number</u> <u>Rate per 1,000</u> For total county population:	
23. Number of adolescent homicides (victim's age was 17 or less)	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under: 1 (.45 offenses per 100,000 persons age 17 and under)	DPHHS* (Vital Statistics)	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under:	

Risk Data Element	Data	Data Source	Applicant Data	Data Source
24. Number of adolescent homicides (offender was age 17 or less) (includes deliberate homicide, mitigated deliberate homicide and negligent homicide)	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under: 4 (1.79 offenses per 100,000 persons age 17 and under)	MBCC*	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under:	
25. Number of adolescent suicides (county data)	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under: 7 (3.13 per 100,000 persons age 17 and under)	DPHHS* (Vital Statistics)	<u>Number</u> <u>Rate per 100,000</u> Age 17 and under:	

26. Comparing your district and community data to state averages, please explain what it is about your district or community that puts it at high risk

Note: Limit your response to not more than one (1) type-written page.

Comparing local data to state rates -- The data you are to report in the Adolescent Risk Data Chart are either numbers or percentages. When necessary to compare your local *number* data to a state *rate*, **calculate your local rate as follows:**

$$(\text{Number}) \div (\text{total population}) \times 1000 = \text{rate per 1000 population}$$

Example: There were 15 domestic violence incidents reported in Anytown, MT., in 1997. Anytown's population was 12,000. Thus,

$$(15) \div (12,000) \times 1000 = 1.25 \text{ incidents per 1000 population}$$

Definitions/Explanations:

- YRBS is the 1999 Montana Youth Risk Behavior Survey
- MBCC is the Montana Board of Crime Control
- DPHHS is the Montana Department of Public Health and Human Services
- **Offenses (arrest and conviction)** Juvenile justice operates as a civil process rather than a criminal process. Juvenile justice collects data on "offenses" rather than on arrests and convictions. In youth court, which is a part of each district court, juveniles are "referred" rather than arrested, are found to be "delinquent" or "in need of supervision" rather than convicted of specific crimes, and are "disposed" rather than sentenced.
- A course of action may be agreed upon between the juvenile probation officer and involved parties without a court order and is, therefore, considered an informal disposition. A formal disposition is an action taken by a judge that results from a county attorney filing a petition with the youth court to have a juvenile declared delinquent or in need of supervision.
- Total state population 882,779 and the less-than-age 20 population of 253,134 were used to develop state rates (Source: 1999 Population Estimates, Montana Department of Commerce).